

1992

# Bilingual education

Yvonne Van Duong  
*San Jose State University*

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**Order Number 1348669**

**Bilingual education**

**Duong, Yvonne Van, M.A.**

**San Jose State University, 1992**

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**BILINGUAL EDUCATION**

**A Thesis**

**Presented to**

**The Faculty of the Department of Special Education and Rehabilitative  
Services**

**San Jose State University**

**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts**

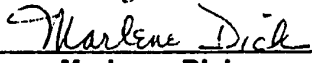
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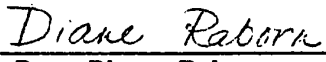
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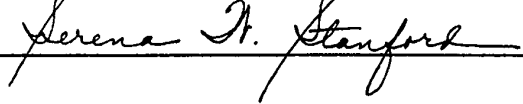
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## **ABSTRACT**

### **BILINGUAL EDUCATION**

**by Yvonne V. Duong**

**This thesis addresses the topic of bilingual instruction for limited English proficient students in a special education program. It evaluates a sequence of lessons for the LEP special education students to determine if reading competence in Spanish increases. It also examines whether reading achievement gains result after students have participated in a Spanish native language special education program.**

**Research on this topic reveals some positive results for limited English proficient students. It confirms that students did benefit from bilingual instruction by demonstrating daily gains in both Spanish and English. Students showed an increase in both verbal and nonverbal abilities. It is strongly recommended for LEP students to receive instruction in their home language at least through the elementary years.**



## **ACKNOWLEDGMENTS**

I especially thank Dr. Mary Male for her time, guidance, and personal concern resulting in the completion of this thesis. To my committee members: Dr. Marlene Dick and Dr. Diane Raborn, I extend my appreciation for their advice and support.

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## **CHAPTER I**

### **INTRODUCTION**

Instructional programs for bilingual special education should include the philosophical understandings of both bilingual education and special education. The special education goal for these students is to assist them in developing social, emotional, and academic abilities to their fullest potential. When a student speaks another language other than English teachers tend to state that this student's primary bilingual education goal is to learn English. This focus on English language skills will produce an English-speaking exceptional student who needs development in the academic areas (Baca & Cervantes, 1986).

Bilingual education is bilingual and bicultural education. It is education in two languages, including the teaching of the cultures. It is a program of instruction designed to serve all children of limited English proficiency. Its purposes are to allow these children to achieve competence in English and to progress in the educational system. Instruction is given with appreciation for the cultural heritage of the limited English proficient children and of children in American society. Non-English speaking children or limited English speaking children are taught in their primary language, and, at the same time, they are introduced to a second language. The effect of bilingual program is to form a truly bilingual person. Krashen and Biber (1988) believe the bilingual classroom should consist of three components: learn English, maintain grade level success through primary language instruction, and assure adequate psychological and cultural adjustment.

Bilingual education is a program geared to raise the achievement of language minority students through primary language instruction. It is the best alternative program offered to these students for the following reasons: to improve the educational achievement of children of foreign language background, to maintain the cultures and languages of immigrant groups, and to enhance children's and others' respect for their immigrant culture (Glazer, 1981).

Bilingual instruction for students who lack the necessary skills for immediate success in English curriculum is a way of providing quality and equal opportunity in education. Through this program, children can develop linguistic and academic skills appropriate to their level of cognitive development. In a school where the cultural background of all children is accepted, positive self-esteem grows and attendance at

school increases: "the first language is used as a tool in the educational process and children are allowed to use their home language, self-concepts are well developed and children go to school..." (Hakuta, 1986, p. 225).

Special education in public schools emerged in response to a challenge to general education to serve all children. According to Hensley (1972), special education programs are responsible for meaningful education of handicapped students for which general education had not previously been responsive. One of the emotional issues in special education is the dispute over labeling. The use of labels may be negative, stigmatizing students with certain preconceived behaviors or characteristics. Nevertheless, Gearheart (1980) points out that the use of labels does provide a focal point for special interest groups to work on behalf of the handicapped. A major element in creating a bilingual special education interface is determining how to describe the special learning needs of the handicapped bilingual students in an effective manner that can convey instructional intent without stigmatizing the students.

Bilingual special education enriches these students' lives and provides them with better opportunities for upward social and economic mobility. Ideally speaking, bilingual special education is designed to save bilingual exceptional children.

Bilingual special education instruction provides individual planning through the student's primary language. It focuses on students' abilities while giving specific assistance targeted to the disability. Formal reading instruction is provided in students' primary language and English instruction is provided in a meaningful context. In general, it considers the students' cultural background and exposes them to other cultures as well. Instruction is provided in a least restrictive environment and parents are involved in the planning and implementation of their children's education (Baca & Cervantes, 1986).

## **STATEMENT OF THE PROBLEM**

Language minority children have to struggle to succeed within the academic setting of the school. Evidence shows that schools place strong emphasis on the teaching of English and do not address the students' needs for developing native language and their sense of identity, and as a result, students often risk failing in school adjustment and cognitive growth.

Bilingual special education provides exceptional students special instruction using their primary language while creating opportunities for them to acquire and

reinforce English language skills. They are offered the tools necessary to mainstream in the main society without having to give up their language and values. It integrates children in society with respect to their home language and culture. A bilingual school or program believes in using what is best for the individual child. Since the basic purpose of school is to educate children and the state believes education is so important that all children are required to go to school, they must have a right to a system that educates successfully. Public education has been viewed as a social equalizer in American society, but in reality it has not been successful with all children. Because the curriculum emphasizes the majority group, middle class interests and values it has failed the immigrants, the poor, and the minority (Vuong, 1979). Bilingual education comes in as a solution to the failure of educational philosophy that is supposed to provide equality through education.

Programs for minority children which ignore their first language and provide submersion in second language would only result in a subtractive bilingual condition. Based on Ovando's experience (1985), depending on the number of LEP students and languages involved, it is more appropriate to provide bilingual instruction and promote additive bilingualism as long as it is feasible for the school system. Bilingual education comes in as a solution to a failure of educational philosophy - that of providing equality through education.

Bilingual special education helps non-English speaking students to have access to education. When they do not understand the language of instruction they are denied their basic right to learn and to be successful. It means students are able to receive education in the home language to enrich their mind. Koo and St. Clair (1980) stated that learning English should be considered an addition to the student's already acquired experience. A student's language and culture should not be rejected nor replaced. Our educational system has a legal and moral obligation to meet the needs of all students. The court case Lau vs. Nichols (Baca & Cervantes, 1986) set a precedent in this respect, which concludes that all students must have equal access to the curriculum regardless of their linguistic differences.

## **PURPOSE OF THE STUDY**

The first purpose of this study was to evaluate a sequence of lessons for the LEP special education students in order to determine if reading competence in Spanish increases. The second purpose of this study was to determine whether reading



achievement gains result after students have participated in a Spanish native language special education program.

### **RESEARCH QUESTION**

What effect does special education bilingual instruction have on children's progress in Spanish expressive and receptive skills?

### **STATEMENT OF HYPOTHESIS**

This study addressed itself to the consideration of the following hypothesis: there will be an improvement in reading coding and comprehension when a student receives instruction in Spanish.

### **ASSUMPTIONS**

For the purposes of conducting this study, the researcher assumed the following:

- 1 ) Parents will be willing to cooperate with the researcher in completing a questionnaire on their child's language background.
- 2 ) The teacher will be able to complete the questionnaire regarding students' language proficiency.
- 3 ) The teacher, parents and students will answer questions to the best of their ability.

### **LIMITATIONS**

For the purposes of conducting this study, the researcher accepted the following restrictions:

- 1 ) The researcher was restricted to biased information on students' language/academic backgrounds.
- 2 ) The researcher was restricted to six weeks for approximately an hour daily.

### **DELIMITATIONS**

For the purposes of conducting this study, the researcher imposed the following restrictions:

- 1 ) This study was limited to Hillsdale school at Franklin-McKinley school district.
- 2 ) This study was limited to four special day class students in one classroom.
- 3 ) The sample of this study was given.

## **OPERATIONAL DEFINITION OF TERMS**

The terms used throughout this study are as follows:

**Acculturation**: The addition of a second set of cultural rules of behavior which may coexist beside, replace or modify the native set.

**Additive Bilingualism**: A form of bilingualism which occurs when an individual acquires high levels of skill in a second language at no cost to native language development and academic achievement.

**Bilingual Education Act, Title VII**: Congress passed the first major federal law favoring the use of languages other than English in the schools. This Education Act offered financial support for projects designed to meet "the special educational needs of the large number of children of limited English-speaking ability in the United States" (Thernstrom, 1980).

**Communicative approach**: An approach which incorporates all areas of language into a total language instructional setting.

**Integration**: An educational policy whereby students from distinct cultural and ethnic groups are brought together voluntarily for the purpose of schooling.

**(Language) minority**: A subordinate group of people coexists in a society with a dominant group of people where the basis of that grouping is usually cultural, ethnic, racial, or religious; subordinate status is determined by power, usually political and/or economic, and not by size or number.

**Language screening**: initial identification of the child's overall linguistic abilities in English and in the primary language. It assists in establishing the language in which the child is best equipped to function.

**Lau vs. Nichols**: A class action suit brought before the highest court of the United States in behalf of 1,800 Chinese students (Baca & Cervantes, 1986).

**Learning /Language Experience Approach:** An approach which consists of directed reading, thinking activities, sheltered content-instruction and cooperative learning techniques. It stresses the articulated experiences, thoughts and feelings of students.

**Limited Bilinguals:** Individuals who achieve less than native-like skills in either language.

**Non-English/Limited English Proficient students:** According to the Bilingual Education Act of 1978, NEP/LEP students are: (1) individuals who were not born in the U.S or whose native language is a language other than English (2) individuals who came from an environment where a language other than English is dominant.

**Phonics approach:** An approach which places emphasis heavily on the code of the language with secondary strength given to the meaning.

**Primary language (L1):** Language spoken at home.

**Review-Preview-Review strategy:** A strategy which begins the class activity with a review of previous day's lesson. The purpose of class activity and materials to be used are then introduced to preview the new lesson. Questions are also provided to students for review activity.

**Second language (L2):** Target language.

**Subtractive Bilingualism:** A form of bilingualism which occurs when an individual replaces his native language with a second language, at the cost of losing native language skills quicker than acquiring the second language, attaining limited levels of development in two languages, experiencing academic under-achievement, and manifesting a variety of negative psychosocial traits (Bilingual Task Force, 1988).

**Whole language approach:** An approach which emphasizes the meaning gained from words and sentences in context with later and minor attention given to the mechanics of reading.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE BILINGUAL SPECIAL EDUCATION**

#### **Introduction**

The purposes of this study were to: evaluate a sequence of lessons in order to determine if reading competence in Spanish increases and whether reading achievement gains result after students have participated in a Spanish native language special education program. In order to evaluate the instructional program for LEP students, the researcher addressed the following question:

What effect does bilingual instruction have on children's progress in Spanish receptive and expressive skills?

#### **Background/History**

Bilingual education is not a recent educational issue in the United States. English may be the national language but it is not a native or indigenous language. During the 18th and 19th centuries, different groups with varied national language backgrounds settled across the country and it is during this period that schools offered courses in other languages. Bilingual schooling disappeared from public schools after 1920 with an attempt to assimilate immigrants into one cultural and linguistic mold. Bilingual instruction was not reintroduced in American schools until the 60's and was a response to meet the educational needs of Cubans refugees in Miami (Genesee, 1987). Garcia (1982) also characterized the history of bilingual education in this country according to four major periods:

1550-1815: bilingual instruction for religious reasons, to christianize Native Americans.

1816-1887: bilingual instructions for maintenance of native language (German English bilingual schools in Cincinnati).

1880-1960: decline of bilingual instruction.

1960-Present: establishment of bilingual programs for equalization and compensation in public schooling (non-native, English speaking children of diverse language backgrounds attend bilingual programs).

The bilingual education movement was strengthened by the landmark decision of the U.S. Supreme Court in *Lau v. Nichols* in January 1974. *Lau v. Nichols* stipulates that every child whose language ability does not allow him or her to benefit from regular, normal educational programs must be provided something beyond these programs. Teitelbaum and Hiller (1977) asserted that *Lau* not only raised the emotional question of the need for bilingual education but it also touched on the fundamental issues of what really constitutes equal treatment and equitable education. The federal government also recognized the needs to develop and support foreign language instruction to improve international relations and national security purposes. Consequently, LEP students who could not benefit from instruction in English had to be identified and served. LEP and bilingual special education students may be hindered in their learning because of complex reasons that stem from inabilities other than their command of English. Thonis (1981) expressed that learning problems may stem from sensory-motor delays, auditory-vocal processing, visual-perception difficulties, and/or non-cognitive behaviors. Therefore, an attempt to identify student performance of these skills must be made in addition to language screening. Despite all the gains, bilingual education is still very controversial in the United States because people fear segregation, national disunity, and disloyalty. They want an assimilated, monolingual, monocultural-oriented educational system (Vuong, 1979). But according to Lopez (1981), historically, minorities in the United States have demonstrated their allegiance to this country so the fear of national separatism should be one of the better arguments for bilingual education, since history shows that separatism grows where the linguistic rights of minorities are restricted.

The United States is a pluralistic society with diverse cultures in which many different languages are spoken. Waggoner (1976) stated that in July, 1976, there were an estimated 25,334,000 persons living in households where languages other than English were spoken. Learning a second language provides students a chance to increase communication and positive interaction with fellow students who may not be proficient in the English language. According to Von Maltitz (1975), some bilingual programs across the United States offer Anglo children exposure to the other language spoken by their schoolmates and the opportunity to learn it. The United States is not unique among

nations in having a variety of language and culture represented in its population. Canada is a country with two official languages - English and French. Experiments on teaching French to English speaking pupils have been carried out for several years in Quebec, Ontario, and Toronto. Studies included a group of learning disabled students in a French immersion program. Bruck (1978) stated that children with language problems and disabilities in English who were enrolled in a French language immersion program seemed to benefit from this educational experience. They continued to develop facility in their first language, learned their basic skills at the predicted rates, and acquired competency in French with special assistance.

Based on Lindholm's studies of bilingual and immersion students (1990), it appears that a minimum of 50% non-English language instruction is necessary to promote language proficiency and academic achievement among language minority students. The study also suggests that the amount of content instruction in English should be about 50% for the late elementary school years (4-6) to develop a high level of academic English language skills for language minority students.

### **Bilingual Education**

Bilingual education is an attempt to help children advance in all areas of study at an acceptable pace, while learning a second language. For instance, the language learned by the Spanish dominant student should be English. The program should also provide an appreciation for both the English and Spanish cultures, allowing the student to be proud of his culture whether it be English or Spanish. The relationship between language and culture and its effects on bilingual's identity development and behavior depends on the bilingual experience of the student. It is important to provide bilingual education to children in early childhood to bolster their self-esteem and to give them a sense of security. Children not educated in their primary language suffer emotional disturbances, slow linguistic and cognitive development (Vuong, 1979). Bilingual education provides a vehicle for valuing the language and culture of minority students while acknowledging their right to a meaningful education. According to Hamers and Blanc (1989) there is nothing intrinsic to a language that makes it "superior" or "inferior." It is merely a matter of social evaluation conferred upon a language by social groups. These value judgements express the attitudes, stereotypes and prejudices that members of a special community have towards the speakers of another community and

their language. These stereotyped judgements in turn have important implications for the life and education of these students.

Cordasco (1984) firmly believes it is necessary for every child to begin his formal education in his mother tongue since evidence indicates initial learning through a child's home language does not hinder learning in English or other school subjects. But instead, it will contribute to the development of the personality and intellect of a student. Cordasco's belief is enhanced by Cummins' statement (1984) on students' primary language. If students have their primary language literacy skills well-developed, they may be able to acquire these similar skills in English and perform at age-appropriate grade level within 2-3 years. The bilingual programs allow students to avoid the frustrations and failures that seem to go along with the language minority students in an educational system that is not bilingual.

According to Fradd (1987), successful achievement is difficult when students do not speak the language of instruction. She suggested three major accommodations that administrators and teachers can implement to meet the educational needs of language minority students:

- 1 ) Ensure all students of a comprehensible language input by monitoring their output, by organizing instruction so that all students are able to understand and participate.
- 2 ) Organize classroom/school to promote a sense of participating for all students/teacher.
- 3 ) Teach students how to learn by using cognitive, metacognitive and social interactive learning strategies.

Some students who are language minority have faced a traumatic experience when entering our educational system. Since an important part of education is language, these minority students should be provided special assistance. Below are stories which illustrate how these minority students experienced their school life.

As a child my life seemed strange and confusing. At home, which meant brother, parents, aunt and uncle (at different times), and grandparents, the language was mainly Spanish and the culture distinctly Mexican. At school the language was only English, and the culture was a cold and distant way of being treated - like the remolding process of an Army Boot Camp. The teachers called us Mexican Americans, but only the American part counted. The voices which sang a tribute to my past on days like the 16th of September (Mexican Independence Day) were

muted by the fire-cracking dominance of the Fourth of July. Mexico became a foreign country, and its language and culture grew more distant as I grew older. My grandparents and parents became examples not to be emulated; there was something strangely un-American about them. A part of me died - killed by a lack of respect and recognition. Some resurrection has taken place within me, but this almost spiritual growth will not be completed until those responsible for such deaths are made to appreciate the severity of their acts (Castro, 1976, p. 30).

The story of Ray Castro's school life is perhaps better understood by English speaking persons when they also hear David Deane's story.

Consider David Deane, age seven and English-speaking, who was having his tonsils removed a few years ago in a Spanish-speaking hospital in Tampa, Florida. Surrounded by the sounds of a strange language, he grew more and more apprehensive. When an attendant came around to ask if he wanted a television set, David asked fearfully, "Is it in English?". Now suppose the hospital had been a school, and suppose David had been tested for intelligence in this unknown language. No doubt he would have scored in the imbecile range and been promptly shunted off to be "educated" with the mentally impaired (Deane & Zirkel, 1976, p. 30).

The Bilingual Task Force (1988) in Watsonville outlined some general purposes for bilingual education:

1. The primary goal of all bilingual programs is to develop in each child fluency in English as effectively and efficiently as possible.
2. The program must provide equal opportunity for academic achievement including, when necessary, academic instruction through primary instruction.
3. The program must provide positive reinforcement of the self-image of participating pupils.
4. The program must provide cross culture understanding.
5. California school districts are required to offer bilingual learning opportunities to each pupil of limited English proficiency enrolled in the public schools.
6. California school districts are required to provide adequate supplemental financial support in order to offer such bilingual learning opportunities.
7. Insofar as the individual pupil is concerned participation in the bilingual program is voluntary on the part of the parent or guardian.
8. School districts must provide inservice programs to qualify existing and future personnel in the bilingual and cross-cultural skills necessary to serve the pupils of limited English proficiency of this state.



Parents and community need to take an active role in the bilingual special education program to enhance its quality; there is definitely a lack of collaboration between school and community (Swain, 1972). Theodore Anderson (1970) has expressed his view that, as educators, we cannot leave the community in ignorance of what is happening. We cannot let the misconception and prejudices destroy our effort at school.

Teachers' roles should be defined. As negotiators, teachers need to create appropriate opportunities for the student to be engaged in the process of learning. As guides, teachers must have an understanding of how children learn skills to create an appropriate environment for that learning.

The following programs should be available for the students:

- a) Maintenance or Developmental Program - Program which attempts to preserve and develop students primary language while learning second language.
- b) Modified Immersion - Intensive program without a native language component. It combines ESL instructional immersion features with mainstream classroom practices. Students receive English only and participate in special communicative-based ESL lesson.
- c) Reversal Immersion - Approach in which LEP students receive instruction solely in primary language through the initial grades of schooling until formal language skills are solidified.
- d) Structured Immersion - Teacher is capable of understanding student's native language, although the teacher generally answers in English.
- e) Submersion - An Immersion program in which English is the only language spoken. Native language is not used in the classroom. It is the "sink or swim" approach.
- f) Transitional Program - Provides students from non-English speaking backgrounds with instruction in their native language while they acquire English.

## **Special Education**

Special Education provides individual planning of instruction in the least restrictive environment, focuses on students' abilities with specific assistance related to the area of disability, and instruction is given through specially trained special education personnel. It is also necessary for parents to get involved in the assessment, planning and program implementing process. The goal for special education is to develop conceptual academic, and social abilities (Gearheart, 1980).

According to Williams and Young (1984) children with special educational needs are disadvantaged by virtue of being in a minority group who have handicaps, disabilities and defects. As a result, children with special educational needs in minority communities are doubly disadvantaged. Therefore it is necessary to create a positive orientation to the student's language and culture as well as language and culture of the majority student.

## **Bilingual Special Education**

Bilingual special education is an interdisciplinary effort that draws upon the resources of both bilingual and special education. A bilingual special education program provides students with quality and equal opportunity in education. It integrates students in society with respect to the home language and culture. Furthermore, it allows students to achieve competence in English and to progress in the educational system.

A bilingual special education program in the United States will succeed only if it achieves quality. In order to make the program works, parents and community must be encouraged to take an active role in the program. They need to be involved at the planning and implementaion stage. In order to meet the needs of LEP special education children, we need to make improvements in American schools. The first improvement has to deal with training of the educators. We also need to help the students restore their sense of culture.

As educators, we need to serve as a main link in helping LEP special education students to restore their sense of culture. We should create a positive reaction to student's language and culture as well as language and culture of majority student. Feuerstein (1979) stated that "the academic failure of minorities is largely attributed to the disruption of the inter-generational transmission process (p. 540)". Students

taught about their own culture feel positive about it and they are more apt to be successful. This will help children become more secure, well-balanced adults capable of coping with the society. Moreover, Lumpkin (1979) noted that educational research has demonstrated a positive correlation between self-concept and academic achievement. A positive attitude and self-concept are essential for a child to maximize learning potential. Advocates for bilingual education argue that a program which accepts and shows respect for the language and culture of its students will do more to enhance the self-concept of its students than a program that does not. Furthermore, we should study academic program issues, for the following areas have a great impact on the education of LEP students.

1. They usually receive "watered down" curriculum.
2. The language of the content, the language of the teacher, and the language of the student do not interact. Gruenewald and Pollack (1984) discuss the need for this interaction. In order for learning to take place, there must be an intimacy between the language of the teacher, the student and the content.
3. According to Feuerstein (1979), most American teachers take a passive approach and concentrate their efforts in modifying the environment rather than modifying the student's abilities to think and thus effect a change in the student's intellectual functioning.
4. Programs for LEP students must have clear goals, what content to teach, how to teach it, and how to evaluate student progress.
5. Students should be involved in active learning and the learning process should incorporate student's culture and language.

Genesee (1987) also stated that the poor academic performance of many minority language students can be viewed in motivational terms. They fail in traditional majority language schools because it requires them to give up or reject their home language and culture in order to succeed. In many cases, they cannot or will not do this and as a result they experience academic difficulties. It is necessary to create a positive orientation to the student's language and culture as well as language and culture of the majority student. As educators we should set standards with accountability to help these students reach them. We must also respond and incorporate parental and community concerns in school curricula. We should study academic program issues. According to Baca and Cervantes (1986) a bilingual special education program should provide special

instruction to enhance the cognitive, academic and social abilities of bilingual exceptional students to their fullest potentials. Instruction in this program should be provided through the primary language while opportunities for learning English are created. In this way, academic achievement will be enhanced as students progress in the development of the primary language and in the acquisition of English.

In summary, bilingual special education is education in two languages, including the teaching of cultures and focuses on the students' abilities. It is a program of instruction which appreciates the cultural heritage of the LEP special education students and of students in American society. It assists students in achieving their full academic potential in the home language and culture as well as in English. It meets linguistic and cultural needs of exceptional children.

### **Academic Success**

According to Genesee (1987), there is some evidence from a national survey of academic achievement testing that students from certain ethnolinguistic minority groups do well in school, higher even in some skills areas than students in the majority group as a result of bilingual education. School-related language skills of minority language children can be developed more readily through their native language because their initial schooling is based on existing language proficiency. Bilingual programs can minimize negative attitudes toward the native language among minority children as they learn the second language. At the same time, they can help in the development of healthy attitudes toward self-identity and the ability to get along with others (Ramirez, 1985).

### **Bilingual Special Education Model Components**

The following components are important factors to consider when implementing a program to meet the needs of bilingual special education students:

- Instruction in the primary language through grade 6
- Formal reading instruction in the primary language
- Second language/English language instruction in a meaningful context that focuses on content
- Instruction sensitive to students' cultural differences

- Opportunities for parent/community input (Baca & Cervantes, 1986)

The following three models represent alternative service delivery system for bilingual special education students (Midwest National Origin, 1982).

**Bilingual Support Model:** It is a minimum service level with a monolingual special educator responsible for all instruction provided. He/she implements all LEP objectives to be accomplished in English and oversees those implemented by the aide in the native language. This model requires the special educator to receive training in order to understand characteristics of bilingual children and to learn specialized instructional strategies that facilitate learning. The aide is also trained in special education techniques and classroom management.

**Coordinated Services Model:** It is comprehensive servicing by special educators and a bilingual/ESL educator. Both instructors are knowledgeable in the foundations and instructional techniques of each other's fields in order to communicate effectively and form a unified team. The special educator has primary responsibility for service delivery and executes all areas of instruction designated for English delivery. The bilingual educator directs implementation of all special education goals targeted for a bilingual delivery.

**Integrated Bilingual Special Education Model:** This is the most comprehensive and compact of three models. One educator skilled in both fields delivers all services independently. This is the preferred delivery method since it is most cost-effective and productive. It is advantageous when district has sufficient numbers of exceptional bilingual students to require its implementation.

## **Summary**

The results of the review of related literature have given the researcher valuable insights into the advantages of bilingual education for LEP learning disabled students. Bilingual education can improve students general learning. It does not retard their language development but can help them manipulate new concepts better.

Results of this study can help the field become more familiar with linguistic/cultural considerations of bilingual special education students. Furthermore, it can give more insight into the development of personality and intellect of these

students, helping educators to provide special assistance to bilingual students with learning disabilities.

## **CHAPTER III**

### **METHODOLOGY**

#### **Introduction**

The goal of a bilingual program is to assist bilingual special education students in developing social, emotional, and academic abilities to their fullest potential. A bilingual program also aims to cultivate an understanding and appreciation of other cultures, and moreover, to inspire self-esteem and strengthen positive attitudes among students. The researcher's experimental program was designed to measure students increases in Spanish reading skills.

#### **Purpose**

The purpose of this study was to evaluate a sequence of lessons for LEP special education students in order to measure increases in Spanish expressive and receptive skills.

#### **Sample**

The researcher was assigned one special education class. The students included in the study were selected by their classroom teacher according to the following criteria: (a) students who had formally been identified as LEP with Spanish spoken as home language; (b) students who ranged in age from 6 to 9; (c) students were in grades three through five; (d) students whose academic functioning ranged from pre-K through second grade level; (e) students who were functioning at least one year below age level in reading; (f) students who were receiving instruction in the special day class; (g) students of Hispanic background, with Spanish spoken in their home but not studied at school; and (h) students who had been assessed and identified as bilingual learning disabled based on district and state guidelines.

The four selected students are described in further detail below.

**Subject One**

Subject One was a seven-year-old boy in the second grade who was participating in the special day class. Overall intellectual functioning was slightly above average. Subject One was approximately two years below age expectancy in reading according to results on the Woodcock-Johnson and Brigance tests. Subject One's level of English proficiency was at level three based on the LAS (Language Assessment Scale), at 1 percentile on the PPVT (Peabody Picture Vocabulary Test), and at 7 percentile on the TOLD (Test of Language Development).

**Subject Two**

Subject Two was an eight-year-old boy in the third grade who was participating in the special day class. Overall intellectual functioning was above the average range. Subject Two was approximately one year below age expectancy in reading according to results on the Woodcock-Johnson test. Subject Two's level of English proficiency was at level four based on the LAS (Language Assessment Scale), at 34 percentile on the PPVT (Peabody Picture Vocabulary Test), and at 3 percentile on Del Rio Test.

**Subject Three**

Subject Three was a nine-year-old girl in the fifth grade who was participating in the special day class. Overall intellectual functioning was below the average range. Subject Three was approximately four years below age expectancy in reading according to results on the Woodcock-Johnson and Brigance tests. Subject Three's level of English proficiency was at level one based on the LAS (Language Assessment Scale) and at 1 percentile on the PPVT (Peabody Picture Vocabulary Test).

**Subject Four**

Subject Four was a nine-year-old boy in the fifth grade who was participating in the special day class. Overall intellectual functioning was within the average range. Subject Four was approximately four years below age expectancy in reading according to results on the Woodcock-Johnson test. Subject Four's level of English proficiency was at level one based on the LAS (Language Assessment Scale) and at 4 percentile on the TOLD (Test of Language Development).



## **Procedures**

After the selection was made of the particular students involved in the study, the special services director and the classroom teacher were asked for their cooperation.

Consent forms were sent home with each student. Permission for students participating in the study was obtained from the Special Education Services Director and the students' parents. Appendix A contains copies of consent forms used.

The language ability of each student was determined by the following procedures in different settings: researcher's interview with student; researcher's observation of student's language in classroom and on the playground. In addition, language proficiency and language background questionnaires (adapted from Baca & Cervantes, 1986) were completed by parents and classroom teacher (Appendix B). Teacher and parents gave detailed responses that fully answered the questions on these questionnaires. Curriculum-based pre-tests (adapted from Campanitas de Oro, Examen de la Unidad - Nivel 4, unidad 1) was also given to students by the researcher to help determine the students' overall linguistic abilities in Spanish (Appendix C).

Due to limit of time and restricted permission, the researcher only attempted to introduce bilingual instruction daily over a period of six weeks for approximately 50 minutes.

A reading program was implemented by the researcher to work with this experimental group of students in one class at Hillsdale Elementary School. The Integrated Bilingual Special Education Model and the Learning/Language Experience approach were employed. This approach consists of directed reading, thinking activities and cooperative learning techniques. It stresses the articulated experiences, thoughts and feelings of students. Worksheets were used to obtain measures of improvement in reading. It consisted of reading, writing and oral activities in Spanish and English. The purpose of the program was to measure increases in Spanish reading skills while receiving bilingual instruction.

The following teaching aids and materials were used for teaching reading in the program. These materials offer activities that motivate and enrich students' reading experience:

Tara, tara, la guitarra (Flores, J. & Guzman, A. & Long, S. et al., (1987) New York: MacMillan Publishing Company).

Flannel Board of Domestic Animals & Pets; Touch to Learn Alphabet Wall Cards.

Lessons will follow the format shown below:

1. Present the text to the students: For example, tell them the "Tara, tara, la guitarra" book contains stories about animals. Point out that the title of the story/lesson is in big bold print and usually on top of the page. Read the title aloud. Discuss the art of the story and ask students how it relates to its title.

2. Check for understanding: Review main points of the lesson. Ask students to say the vocabulary word and point to it in their books. Have them practice the following words in the book. Observe and give students help when necessary. Assign each student a partner and partners review the spelling of new words and recite together lines of the book cover and lesson.

3. Teach vocabulary: Review vocabulary by displaying word cards. Reach each word aloud and have students repeat it. Use each word in a sentence. Show cards again and use the Classification and Prior Knowledge strategies to discuss words.

The following interventions have been selected to be used during the lessons:

- 1 ) Teaching students prereading skills: Help students develop these skills in their native language by having them dictating phrases to teacher. Use context for expected meaning and give aids by teaching context. For instance, give open sentences related to a topic students will be learning such as "When I go to the farm/country I see ...". Students fill in blank with possibilities and focus their attention on one sound. After all these prereading skills are taught, teacher shows a word to the students and reads a sentence that ends in a word. The students then combine all skills and read the word.
- 2 ) Reading to students: Discuss how they learned the material they just heard. Students use phonic skills for decoding and vocabulary skills for reading comprehension.
- 3 ) Producing individualized materials: Have students draw a picture related to a story read then tell the teacher what is happening in the picture. Teacher writes the caption under the picture. Students practice copying the story until they are able to write it correctly. All students then take turns reading their stories within groups and exchange papers.
- 4 ) Using illustrations from the reading texts above to solicit ideas from students to preview reading context.

- 5 ) Incorporating the Review-Preview-Review strategy into daily activity for each reading lesson. The activity begins with a review of previous day's lesson. Students were asked to recall materials used and information gained from previous lesson. Actual materials were shown and reviewed again if students could not remember information. Concepts learned in previous day were reviewed to relate previous learning to new learning and to check for understanding. Materials used and the purpose of activity were introduced to preview new lesson. Sequence of activities were read orally by the researcher or a student so that students could know what to expect to do first, second, and third. Open-ended questions were given to students to provide for review activity. After review activity, group and individual work, worksheets were distributed.

Pre and Posttesting: Curriculum-based testing materials were administered to the students by the researcher before and after the bilingual instruction program was implemented. Questions on the test consisted of vocabulary identification, multiple choice, and comprehensive questions. These items involved information recall and comprehension. Sample tests are provided in Appendix C.

### **Experimental Design**

This study was implemented to examine the effects of Spanish native language instruction on LEP learning disabled students. Observations on student performance with intervention (Spanish) were summarized and reported in numerical terms using the single case withdrawal treatment (A-B-A-B) study. The A phase involves the collection of baseline data (students were taught in English). In the B phase, the intervention was introduced. During the B phase, the students received instruction in Spanish. In the third or withdrawal phase, the students were taught in English; and, in the final reinstatement phase, the subjects were taught in Spanish. Daily percentage scores were obtained from individual written and oral worksheets.

### **Baseline**

Baseline measurement for all subjects was continued for eight days. The percentage correct of students' daily written and oral work (Monday through Friday) was recorded by the researcher for a maximum of eight days for each phase was reached.

**Intervention**

Daily reading activities for all subjects were selected according to their level. The intervention phase was introduced to all subjects on. At this point, the students had the opportunity to discuss their progress in reading. The researcher explained the reading approach and the percentage of correct students work was recorded (Monday through Friday). Intervention was continued for eight days.

**Withdrawal**

The subjects received instruction in English and the percentage correct of students' daily work was recorded. This phase was continued for eight days.

**Reinstatement**

The explanations and discussions conducted during the initial intervention phase were repeated. The percentage correct of students' daily work (Monday through Friday) was recorded for six days.

**Analysis of Results**

The percentage of students' correct daily work from Monday through Friday was recorded and plotted on two separate graphs for each subject. Graphs were analyzed to determine the effectiveness of the intervention. "When treatment is implemented, usually a definite trend is evident indicating that behavior is changing from baseline. By alternating baseline and experimental phases, systematic changes in trend strongly argue for the experimental reliability of the effect" (Hersen & Barlow, 1976, p. 268).

The scores of both verbal and written daily work were compared in the baseline and reinstatement phases. Pre and posttest scores in Spanish were also compared to measure any improvement.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **Results**

This study used a single subject research design alternating withdrawal and intervention phases (A-B-A-B). A bilingual reading program was implemented to determine if students would benefit from bilingual instruction. Results focused on the students' pre/posttest scores and students' daily oral/written worksheets related to Spanish language development. The pre/posttests consisted of four subtests with a total of 24 items. Subtest A (Decoding/Phonics skills) has 6 items. Subtest B (Comprehension/Sequential skills) has 5 items. Subtest C (Antonyms) has 6 items. Subtest D (Study skills - parts of a book: title page and table of contents) has 7 items. The percentage correct of students' pre/posttest scores and oral and written daily work was recorded.

#### **Subject One**

Pre and posttest results suggest that Subject One's study skills and antonyms are significantly stronger than his decoding/phonics and comprehension/sequential skills. In the pretest, Subject One scored 67% on Subtest A (4 out of 6 items), 40% on Subtest B (2 out of 5 items), 83% on Subtest C (5 out of 6 items) and 100% on Subtest D (7 out of 7 items), with the average of 72.5% on total test (17 out of 24 items). In the posttest, Subject One scored 83% on Subtest A (5 out of 6 items), 40% on Subtest B (2 out of 5 items), 100% on Subtest C (6 out of 6 items) and 86% on Subtest D (6 out of 7 items), with the average of 79% on total test (19 out of 24 items). (Table 1)

During this study, Subject One received an average of 68.5% on his verbal scores and 72.5% on his written worksheets during baseline, 83.5% and 90% during treatment, 82% and 65% during withdrawal, and 86% and 90% during reinstatement (Figures 1 and 2).

Subject One's scores were inconsistent during baseline both in oral and written work. There was some consistency and big improvement during treatment in oral work but inconsistency in written work. During withdrawn, Subject One showed consistency in oral work but inconsistency in written work. Subject One made big progress during reinstatement in both oral and written work.

A comparison of percentage correct of Subject One's oral and written work between baseline and reinstatement phases was made. A visual study of Subject One's graph shows some changes between baseline and reinstatement phases on the verbal scores. The percentage correct of daily oral work fluctuated 18.5%. There were also some changes among the percentage correct of daily written work between baseline and reinstatement phases. It had increased 17.5%.

TABLE 1

	<u>Subject One</u>	<u>Subject Two</u>	<u>Subject Three</u>	<u>Subject Four</u>
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## Pre-Test

A	67%	50%	17%	83%
B	40%	40%	60%	80%
C	83%	100%	50%	83%
D	<u>100%</u>	<u>100%</u>	<u>85%</u>	<u>85%</u>
	72.5%	72.5%	53%	82.75%

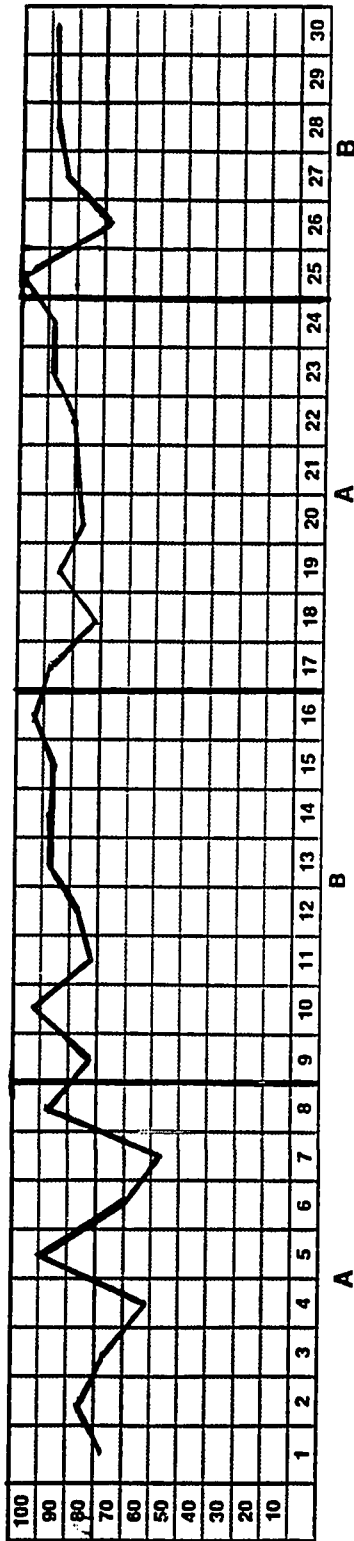
## Post-Test

A	83%	100%	100%	67%
B	40%	60%	60%	80%
C	100%	100%	50%	100%
D	<u>86%</u>	<u>100%</u>	<u>100%</u>	<u>86%</u>
	79%	91.6%	79%	83.25%

Figure 1

Subject One

Verbal Scores



Day 1: 68%  
 Day 2: 76%  
 Day 3: 68%  
 Day 4: 52%  
 Day 5: 88%  
 Day 6: 60%  
 Day 7: 48%  
 Day 8: 88%

Baseline Average: 68.5%

Treatment Average: 83.5%

Day 17: 88%  
 Day 18: 72%  
 Day 19: 84%  
 Day 20: 76%  
 Day 21: 80%  
 Day 22: 80%  
 Day 23: 88%  
 Day 24: 88%

Withdrawal Average: 82%

Reinstatement Average: 86%

Day 9: 72%  
 Day 10: 92%  
 Day 11: 72%  
 Day 12: 76%  
 Day 13: 88%  
 Day 14: 88%  
 Day 15: 88%  
 Day 16: 92%

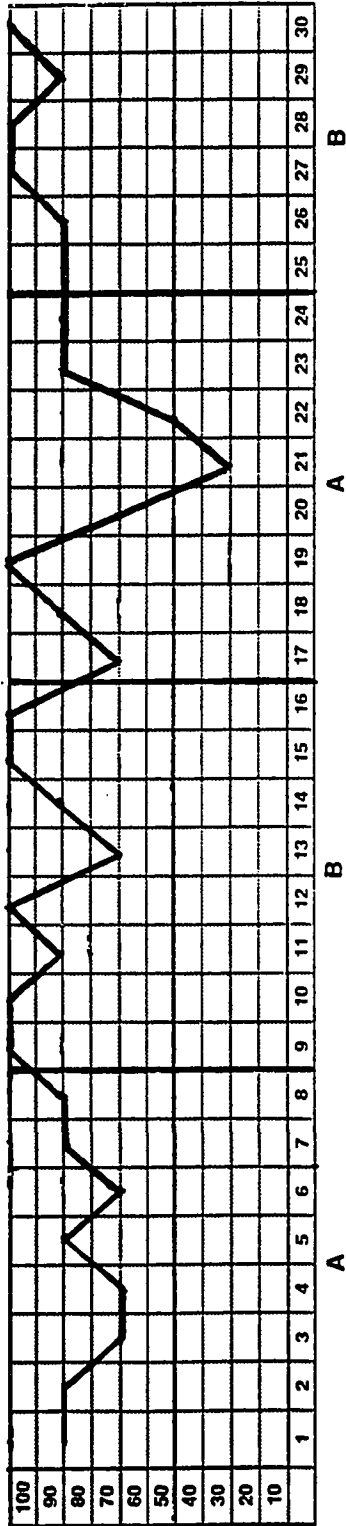
Day 25: 100%  
 Day 26: 68%  
 Day 27: 84%  
 Day 28: 88%  
 Day 29: 88%  
 Day 30: 88%



Figure 2

Subject One

Written Worksheets



Day 1: 80%  
 Day 2: 80%  
 Day 3: 60%  
 Day 4: 60%  
 Day 5: 80%  
 Day 6: 60%  
 Day 7: 80%  
 Day 8: 80%  
 Baseline Average: 72.5%

Day 9: 100%  
 Day 10: 100%  
 Day 11: 80%  
 Day 12: 100%  
 Day 13: 60%  
 Day 14: 80%  
 Day 15: 100%  
 Day 16: 100%  
 Treatment Average: 90%

Day 17: 60%  
 Day 18: 80%  
 Day 19: 100%  
 Day 20: 60%  
 Day 21: 20%  
 Day 22: 40%  
 Day 23: 80%  
 Day 24: 80%  
 Withdrawal Average: 65%

Reinstatement Average: 90%

**Subject Two**

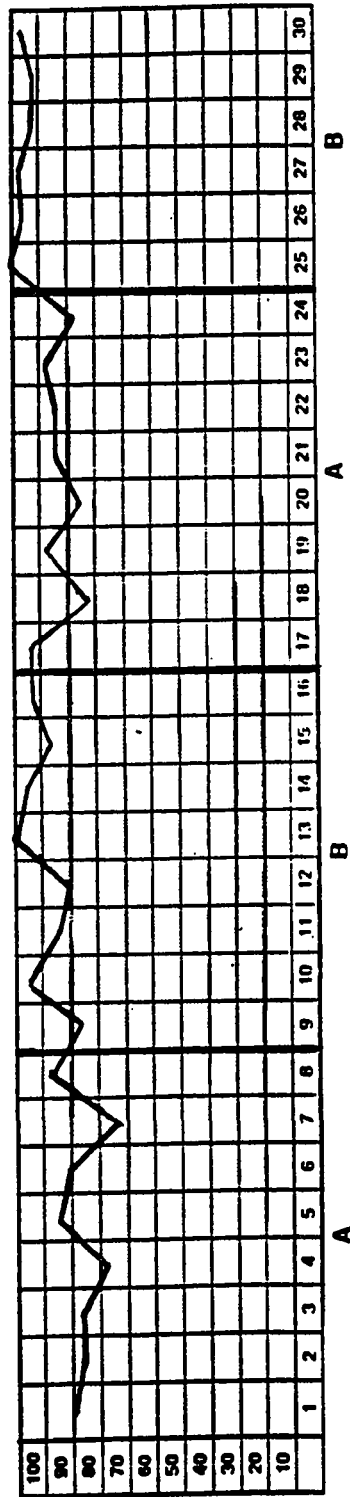
Pre and posttest results suggest that Subject Two's study skills and antonyms are significantly stronger than his decoding/phonics and comprehension/sequential skills. Subject Two scored 50% on Subtest A (3 out of 6 items), 40% on Subtest B (2 out of 5 items), 100% on Subtest C (6 out of 6 items) and 100% on Subtest D (7 out of 7 items), with the average of 72.5% on total test (18 out of 24 items). In the posttest, Subject Two scored 100% on Subtest A (6 out of 6 items), 60% on Subtest B (3 out of 5 items), 100% on Subtest C (6 out of 6 items) and 100% on Subtest D (7 out of 7 items), with the average of 91.6% on total test (22 out of 24 items).

During this study, Subject Two received an average of 77% on his verbal scores and 74% on his written worksheets during baseline, 89.5% and 85 % during treatment, 82.5% and 72.5% during withdrawal, and 95.3% and 97% during reinstatement (Figures 3 and 4).

Subject Two's scores were inconsistent during baseline and treatment in oral work. There was some consistency during withdrawal and reinstatement in written work and inconsistency during treatment and withdrawal. Subject Two was again consistent during baseline and improved the most during reinstatement.

A comparison of percentage correct of Subject Two's oral and written work between baseline and reinstatement phases was made. A visual study of Subject Two's graph shows some changes between baseline and reinstatement phases on verbal scores. The percentage correct of daily oral work fluctuated 17%. There were considerable changes among the percentage correct of daily written work between baseline and reinstatement phases. It had increased 23%.

Figure 3  
Subject Two  
Verbal Scores



Day 1: 80%  
Day 2: 76%  
Day 3: 76%  
Day 4: 68%  
Day 5: 84%  
Day 6: 80%  
Day 7: 64%  
Day 8: 88%  
Baseline Average: 77%

Treatment Average: 89%

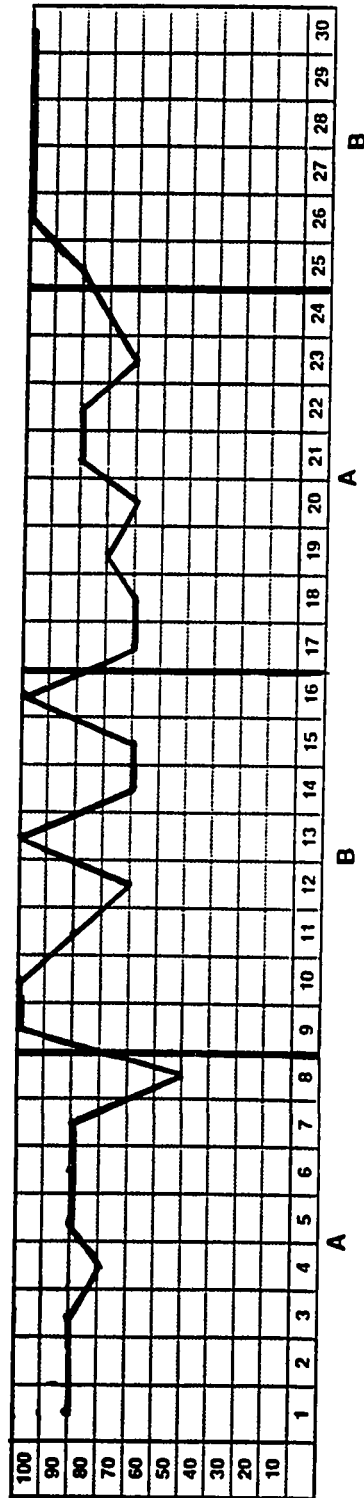
Day 17: 92%  
Day 18: 72%  
Day 19: 88%  
Day 20: 76%  
Day 21: 84%  
Day 22: 84%  
Day 23: 88%  
Day 24: 76%  
Withdrawal Average: 82.5%

Reinstatement Average: 95%

Figure 4

Subject Two

Written Worksheets



Day 1: 80%  
 Day 2: 80%  
 Day 3: 80%  
 Day 4: 70%  
 Day 5: 80%  
 Day 6: 80%  
 Day 7: 80%  
 Day 8: 40%  
 Baseline Average: 74%

Day 9: 100%  
 Day 10: 100%  
 Day 11: 80%  
 Day 12: 80%  
 Day 13: 100%  
 Day 14: 60%  
 Day 15: 60%  
 Day 16: 100%  
 Treatment Average: 85%

Day 17: 60%  
 Day 18: 60%  
 Day 19: 80%  
 Day 20: 60%  
 Day 21: 80%  
 Day 22: 80%  
 Day 23: 60%  
 Day 24: 100%  
 Withdrawal Average: 72.5%

Reinstatement Average: 97%

**Subject Three**

Pre and posttest results suggest that Subject Three's decoding/phonics and study skills are significantly stronger than her comprehension/sequential skills and antonyms. In the Pretest, Subject Three scored 17% on Subtest A (1 out of 6 items), 60% on Subtest B (3 out of 5 items), 53% on Subtest C (3 out of 6 items) and 85% on Subtest D (6 out of 7 items), with the average of 53% on total test (13 out of 24 items). In the posttest, Subject Three scored 100% on Subtest A (6 out of 6 items), 60% on Subtest B (3 out of 5 items), 50% on Subtest C (3 out of 6 items) and 100% on Subtest D (7 out of 7 items), with the average of 79% on total test (19 out of 24).

During this study, Subject Three received an average of 64% on her verbal scores and 64% on her written worksheets during baseline, 81.5% and 82.5% during treatment, 77% and 74% during withdrawal, and 87% and 85% during reinstatement (Figures 5 and 6).

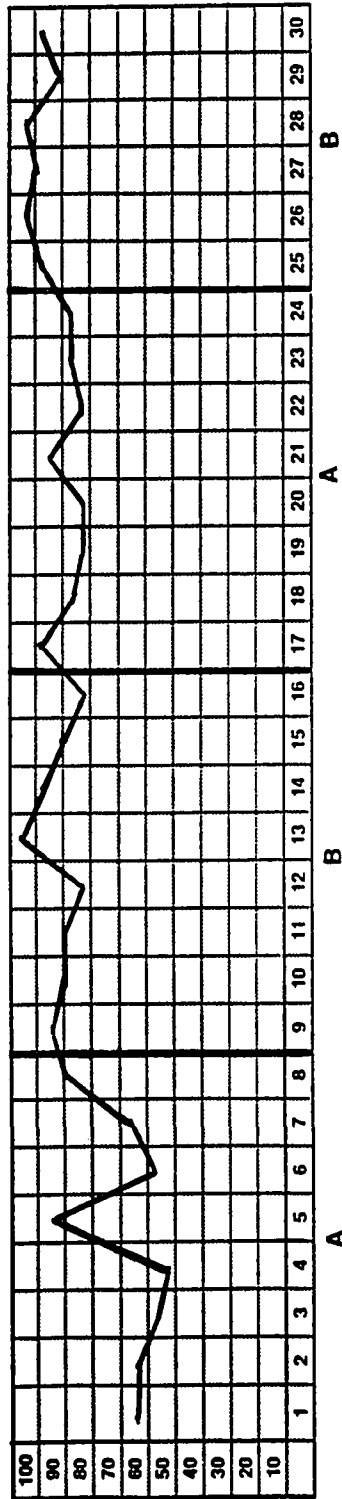
Subject Three's scores were inconsistent during baseline in oral and written work. There was great consistency and improvement during treatment in oral and written work. There was inconsistency but improvement during withdrawal. Subject Three was somewhat consistent during reinstatement.

A comparison of percentage correct of Subject Three's oral and written work between baseline and reinstatement phases was made. A visual study of Subject Three's graph shows changes during baseline and reinstatement phases on verbal scores. The percentage correct of daily oral work increased 23%. There was considerable progress among the average percentage of written work. It had increased 21%.

Figure 5

Subject Three

Verbal Scores



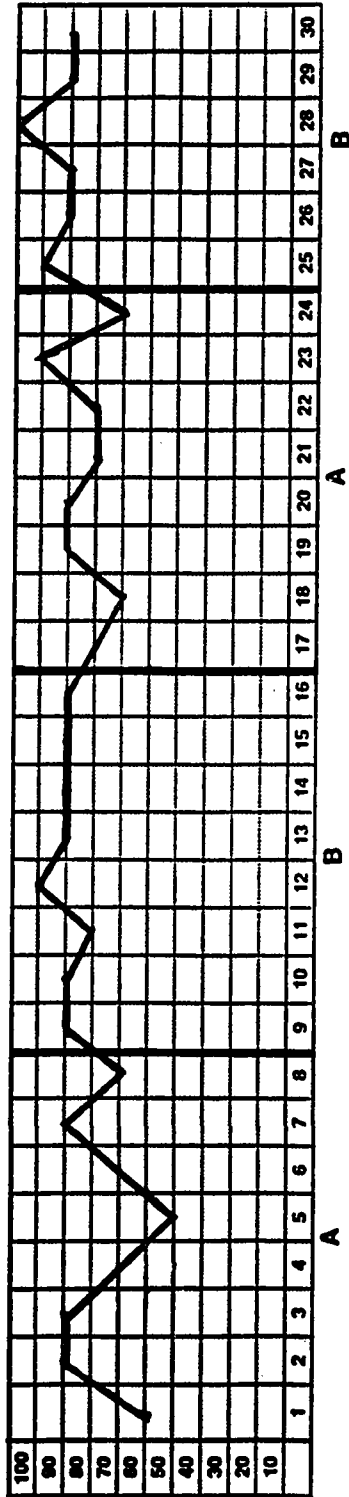
Day 1: 64%  
 Day 2: 64%  
 Day 3: 56%  
 Day 4: 52%  
 Day 5: 92%  
 Day 6: 48%  
 Day 7: 56%  
 Day 8: 80%  
 Baseline Average: 64%

Day 9: 84%  
 Day 10: 80%  
 Day 11: 80%  
 Day 12: 72%  
 Day 13: 96%  
 Day 14: 88%  
 Day 15: 80%  
 Day 16: 72%  
 Treatment Average: 81.5%

Day 17: 88%  
 Day 18: 76%  
 Day 19: 72%  
 Day 20: 72%  
 Day 21: 84%  
 Day 22: 72%  
 Day 23: 76%  
 Day 24: 76%  
 Withdrawal Average: 77%

Reinstatement Average: 87%

**Figure 6**  
**Subject Three**  
**Written Worksheets**



Day 1: 50%	Day 9: 80%	Treatment Average: 82.5%
Day 2: 80%	Day 10: 80%	
Day 3: 80%	Day 11: 70%	
Day 4: 60%	Day 12: 90%	
Day 5: 40%	Day 13: 80%	
Day 6: 60%	Day 14: 80%	
Day 7: 80%	Day 15: 80%	
Day 8: 60%	Day 16: 100%	
Baseline Average: 64%		
Day 17: 80%	Day 25: 90%	Reinstatement Average: 85%
Day 18: 60%	Day 26: 80%	
Day 19: 80%	Day 27: 80%	
Day 20: 80%	Day 28: 100%	
Day 21: 70%	Day 29: 80%	
Day 22: 70%	Day 30: 80%	
Day 23: 90%		
Day 24: 60%		
Withdrawal Average: 74%		

**Subject Four**

Pre and posttest results suggest that Subject Four's study skills and antonyms are stronger than his decoding/phonics and comprehension/sequential skills. In the pretest, Subject Four scored 83% on Subtest A (5 out of 6 items), 80% on Subtest B (4 out of 5 items), 83% on Subtest C (5 out of 6 items) and 85% on Subtest D (6 out of 7 items), with the average of 82.75% on total test (15 out of 24 items). In the posttest, Subject Four scored 67% on Subtest A (4 out of 6 items), 80% on Subtest B (4 out of 5 items), 100% on Subtest C (6 out of 6 items) and 86% on Subtest D (6 out of 7 items), with the average of 83.25% on total test (20 out of 24 items).

During this study, Subject Four received an average of 71.5% on his verbal scores and 65% on his written worksheets during baseline, 80% and 92.5% during treatment, 79% and 77.5% during withdrawal, and 83% and 90% during reinstatement (Figures 7 and 8).

Subject Four's scores were inconsistent during baseline in oral and written work. There was great consistency and improvement during treatment in oral and written work. There was inconsistency but improvement during withdrawal. Subject Four was again consistent during reinstatement.

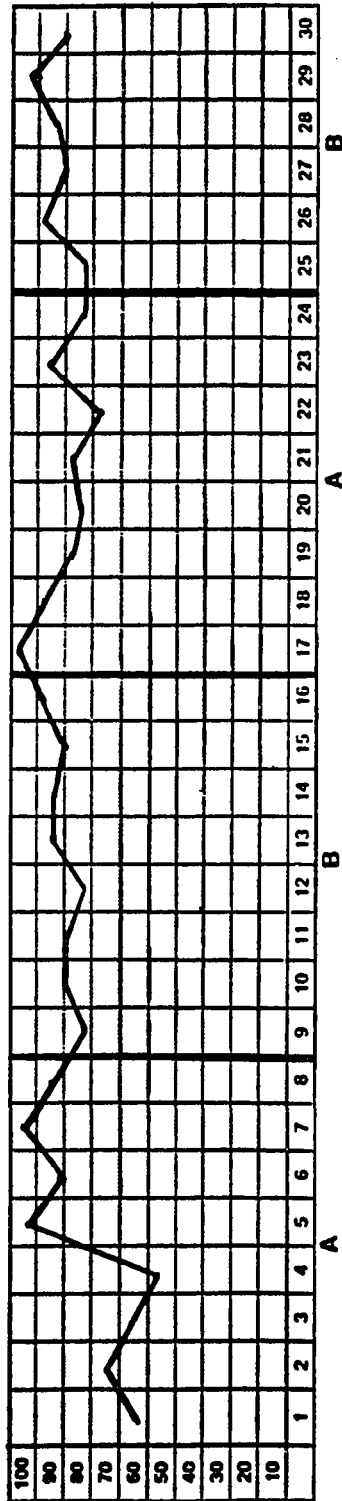
A comparison of percentage correct of Subject Four's oral and written work between baseline and reinstatement phases was made. A visual study of Subject Four's graph shows minimal changes in baseline and reinstatement phases in verbal scores. The percentage correct of daily oral work increased 11.5%. There was some consistency among the average percentage of daily written work and great changes between baseline and reinstatement phases. It had increased 25%.



Figure 7

Subject Four

Verbal Scores



Day 1: 52%  
 Day 2: 64%  
 Day 3: 56%  
 Day 4: 48%  
 Day 5: 92%  
 Day 6: 80%  
 Day 7: 96%  
 Day 8: 84%  
 Baseline Average: 71.5%

Day 9: 72%  
 Day 10: 80%  
 Day 11: 80%  
 Day 12: 72%  
 Day 13: 84%  
 Day 14: 84%  
 Day 15: 80%  
 Day 16: 88%  
 Treatment Average: 80%

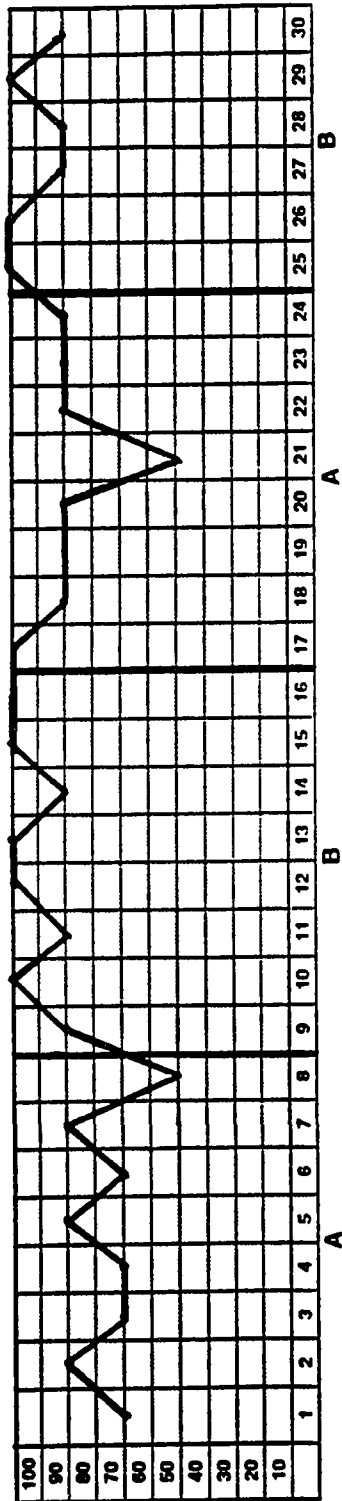
Day 17: 96%  
 Day 18: 88%  
 Day 19: 76%  
 Day 20: 72%  
 Day 21: 76%  
 Day 22: 68%  
 Day 23: 84%  
 Day 24: 72%  
 Withdrawal Average: 79%

Reinstatement Average: 83%

Figure 8

Subject Four

Written Worksheets



Day 1: 60%  
 Day 2: 80%  
 Day 3: 60%  
 Day 4: 60%  
 Day 5: 80%  
 Day 6: 60%  
 Day 7: 80%  
 Day 8: 40%  
 Baseline Average: 65%

Day 17: 100%  
 Day 18: 80%  
 Day 19: 80%  
 Day 20: 80%  
 Day 21: 40%  
 Day 22: 80%  
 Day 23: 80%  
 Day 24: 80%  
 Withdrawal Average: 77.5%

Day 9: 80%  
 Day 10: 100%  
 Day 11: 80%  
 Day 12: 100%  
 Day 13: 100%  
 Day 14: 80%  
 Day 15: 100%  
 Day 16: 100%  
 Treatment Average: 92.5%

Day 25: 100%  
 Day 26: 100%  
 Day 27: 80%  
 Day 28: 80%  
 Day 29: 100%  
 Day 30: 80%  
 Reinstatement Average: 90%

### Discussion

**Subject One** was a 7 year old boy. During classroom and playground observations for preferred language used, he tended to use a mixture of both English and Spanish. Subject One was easily distracted in a general classroom setting and needed to be reminded constantly to stay on task. He seemed to enjoy activities which involve oral work and drawing. He often resisted the writing activities during the baseline and withdrawal phases. His reaction to the activities presented during the treatment and reinstatement phases was a little more favorable. The verbal scores remained constant and daily improvement in reading activities was more apparent during these two phases. The scores on Subject One's written worksheets were quite constant during the baseline, treatment and reinstatement phases but very unpredictable during the withdrawal phase.

**Subject Two** was an 8 year old boy. During classroom and playground observations for preferred language used, he used Spanish most of the time. Subject Two enjoys reading, detail recalling and creative writing. He was very involved in the classwork and cooperative throughout the study. During all phases, he performed all activities rapidly. His verbal scores were highest during the treatment and reinstatement phases but remained the most constant in the last phase. His written scores were also highest in the reinstatement phase. Subject Two stated that he preferred the activities during the treatment and reinstatement phases because they were provided in Spanish. He never had a chance to do schoolwork in his home language at school before.

**Subject Three** was a 9 year old girl. During classroom and playground observations for preferred language used, she tended to use Spanish. Her verbal scores augmented during the withdrawal phase and improved more during the treatment and reinstatement phases. Her scores in written work increased during the treatment and reinstatement phases. Subject Three found it easier for her to perform the activities in the reinstatement phase because then she was well aware of the facts about all the lessons. She expressed her interests in learning in both languages at the same time. It made it easier for her to follow up on the details of the lessons.

**Subject Four** was a 9 year old boy. During classroom and playground observations for preferred language used, he only used Spanish with his classmates.

Subject Four had difficulty in following directions and reading. He found it difficult to visualize the word when reading and preferred doing oral work in his native language. Subject Four made quite a progress on his verbal scores during the treatment and reinstatement phases. The scores on his written worksheets progressed impressively during the treatment and reinstatement phases.

#### Implications for Further Research

The findings in the present evaluation of the study appear positive for the LEP students. Students stated that it helped them understand more and have a clear idea of what they were doing next with the alternating treatments. However, the researcher felt a need to extend the length of the program to at least a semester to further facilitate comparison on reading gains.

Based on the literature reviews of Baca and Cervantes (1986) on bilingual instruction and Peal and Lambert (1982) on bilingual immersion program the researcher found that her study had made positive contributions to their research. It was evident that students made progress in a relatively short period when home language was employed as a medium of instruction. Students transferred basic skills from their home language to the secondary language with proficiency. They manipulated symbols and concepts better. Moreover, studies have indicated that bilingualism can be an aid to intellectual development in students (Bain, 1975). Students who were in a bilingual program showed a high level of both verbal and nonverbal abilities. It was most certainly beneficial to LEP students to receive instruction in their home language at least through the elementary school years.

In general, further investigation is needed regarding the study on bilingual reading instruction.

## **CHAPTER 5**

### **SUMMARY**

The aim of this study was to investigate whether students achieve an increase in Spanish reading skills when receiving bilingual instruction.

A review of the literature revealed that studies have been conducted linking bilingual instruction to increased learning. Peal and Lambert (1962) indicated positive results in their study on ten year old French-Canadian children, that "one might expect monolinguals to be more rigid and less flexible than the bilinguals on certain tests (p. 15)." They found that French-English bilinguals were superior to English monolingual students in English skills, and also performed better in grade schools and in various measures of intelligence. In addition, Lambert (1984) perceived children in immersion programs as developing more friendly and open attitudes toward others. Having learned the other language well and having learned to appreciate the other cultural group, these children experience an effective and peaceful coexistence from social and educational interaction of both ethnic groups.

This study was a single case withdrawal of treatment design (A-B-A-B). There were four phases to the study: baseline (students received instruction in English), treatment (students received instruction in Spanish), withdrawal of treatment, and reinstatement. Throughout the four phases, the researcher recorded the percentage correct of daily oral and written work Monday through Friday.

The four subjects in this study preferred treatment and reinstatement phases over baseline and withdrawal phases. They stated that it was more fun to read in Spanish and it was like reviewing when we switched over to English.

Analysis of the data revealed that students generally made daily gains in reading in both Spanish and English. The study produced some evidence that students benefited from bilingual instruction. This researcher suggested continued study to explore the relationship between bilingual instruction and reading gains.

The following instructional characteristics were employed by the researcher during the study:

- Instruction in both languages was separated.

- Researcher used only Spanish during Spanish instruction, and only English during English instruction.
- Students were provided the opportunity to interact with each other.
- Researcher provided opportunities for student turns. Each student spoke out five times during oral questionnaires and on the average of four times or more during group work.
- Researcher used a number of different instructional strategies such as life experience approach in teaching reading and doing activities.
- Researcher provided specific, informative, and positive feedback to students.

In conclusion, the results were positive and demonstrated some gains in both Spanish and English among these four subjects.

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## **APPENDIX A**

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**School of Education • Division of Special Education & Rehabilitative Services**  
One Washington Square • San José, California 95192-0078 • 408/924-3700 • FAX 408/924-3713 • TDD 408/924-3701

July 24, 1991

Dear Parent:

I need your help in conducting a study of the effects of bilingual instruction for bilingual special education students. The results of this study should promote improved language, academic and social performance.

Attached is a questionnaire asking information about your child. Would you please spend 15 minutes to complete the form and mail it to me within two weeks?

You should be clear that your participation in this study is voluntary. Also, any information that could be identified with you will remain anonymous and could only be disclosed as required by law.

If you have any questions about this study, I would be happy to talk with you. I can be reached at 629-0629. I hope that you will find the time to help me understand better how bilingual instruction can address bilingual special education students' needs effectively.

Sincerely,

Yvonne Duong  
Graduate Student

---

School of Education • Division of Special Education & Rehabilitative Services  
One Washington Square • San José, California 95192-0078 • 408/924-3700 • FAX 408/924-3713 • TDD 408/924-3701

July 24, 1991

RESPONSIBLE INVESTIGATOR: Yvonne Duong

TITLE OF PROTOCOL: Bilingual Instruction for Special Education Students

Dear Parent:

Your child is invited to participate in a research study that is investigating the effectiveness of bilingual instruction for special education students. The results of this study should further our understanding of the linguistics and cultural backgrounds of the bilingual students. It should also inspire self-esteem and strengthen positive attitudes among students and their families.

I understand that

- 1 ) I will be asked to complete the questionnaire about my child's language background. It will take about 10-15 minutes to complete.
- 2 ) there are no possible risks of this study to my child
- 3) the possible benefits of this study to my child are for teachers to become more familiar with linguistics and cultural considerations of the bilingual students
- 4) the results from this study may be published, but any information from this study that can be identified with my child will remain confidential and will be disclosed only with my permission.
- 5) any questions about my child's participation in this study will be answered by Yvonne Duong, 629-0629. Complaints about the procedures may be presented to Dr. Mary Male, 924-3700. For questions or complaints about research subject's rights, or in the event of research-related injury, contact Serena Stanford, Ph.D. at 924-2480.
- 6) my consent is given voluntarily without being coerced; my child may refuse to participate in this study or in any part of this study, and I may withdraw my consent at any time, without prejudice to my relations or my child's with SJSU.
- 7) I have received a copy of this consent form for my file.

HAVING READ THE INFORMATION PROVIDED ABOVE, I HAVE MADE A DECISION WHETHER OR NOT MY CHILD MAY PARTICIPATE. MY SIGNATURE INDICATES THAT MY CHILD MAY PARTICIPATE AND IS WILLING TO PARTICIPATE.

-----  
DATE

-----  
PARENT'S/GUARDIAN'S NAME

-----  
PRINT CHILD'S NAME

RELATION TO CHILD: \_\_\_\_\_

-----  
INVESTIGATOR'S SIGNATURE

## **APPENDIX B**

**LANGUAGE BACKGROUND QUESTIONNAIRE  
PARENT INTERVIEW**

Date \_\_\_\_\_

Student's name \_\_\_\_\_

Birthdate \_\_\_\_\_ Birthplace \_\_\_\_\_

Parent or guardian \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

1. What language(s) are spoken in your home?

2. Which language is used most frequently in your home?

3. Which language did your child first learn to speak?

4. Which language do you speak to your child?

5. Which language does your child use to communicate at home?

6. Persons in the home:

Names

Language spoken

Language understood

7. Do you have any concerns over your child's language abilities? Explain.

8. Do you ever have trouble understanding your child's speech? Explain.

9. Is your child's language development progressing as rapidly as the language development of your other children? Explain.

10. Does your child have difficulty answering questions or following directions?

From the information obtained through this interview, it is apparent that the home language is \_\_\_\_\_.

From the information obtained through this interview, it is apparent that the home language is \_\_\_\_\_.

\_\_\_\_\_  
Signature of the interviewer



# **LANGUAGE PROFICIENCY TEACHER INTERVIEW**

1. Has the student been formally identified as being limited English proficient? Yes

No

2. If yes, when was the identification performed?

3. What is the student's home language?

4. Who provided home language information?

5. What instruments were used in determining the student's language proficiency in English? What information was obtained?

6. Did these instruments assess a variety of language skills? If so, which ones, and how did the student perform?

7. Was the student assessed in his/her primary language?

8. Has the student's language status been reevaluated? If so, when, by whom, and with what results?

9. What is your rating of the student's proficiency in English and in his/her primary language?

10. Which language would you judge the student as most proficient in? Why?

11. Compare to other limited English-proficient students in your class does this student

	YES	NO	NON-APPLICABLE
Respond to individual instruction but not to group instruction?	---	--	-----
Have difficulty listening?	---	--	-----
Have difficulty in responding to verbal instruction?	---	--	-----
Tend to demonstrate what he/she wants or means rather than communicate verbally?	---	--	-----
Appear reluctant to participate in activities with other students?	---	--	-----

12. What language does the student prefer to use when interacting with friends?

when asking adults questions?

when working by himself/herself?

when presenting information to peers or adults?

13. How would you compare this student's academic performance to other LEP students in your class?

25%                  50%                  75%                  Highest                  Lowest

14. Please indicate the titles and levels of books presently used with this student:

Reading \_\_\_\_\_ Math \_\_\_\_\_  
\_\_\_\_\_ ESL \_\_\_\_\_

15. Additional comments/information: \_\_\_\_\_  
\_\_\_\_\_

**LANGUAGE PROFICIENCY  
RESEARCHER INTERVIEW**

Student's name \_\_\_\_\_ School \_\_\_\_\_  
Grade \_\_\_\_\_ Teacher \_\_\_\_\_

1. Which language do you prefer to use at school with your teachers and your classmates (Spanish or English)?

\_\_\_\_\_

2. In which language do you think you can read better (Spanish or English)?

\_\_\_\_\_

3. What do you do when you have trouble communicating what you mean? Do you "act it out"?

\_\_\_\_\_

4. Which language do you feel more comfortable talking to me?

\_\_\_\_\_

5. Do you prefer to do your class activities in Spanish or in English?

\_\_\_\_\_

6. If we have bilingual instruction (Spanish and English) during the school year, would you like to attend one of those classes?

\_\_\_\_\_

## STUDENT OBSERVATION

Student's name \_\_\_\_\_ Grade \_\_\_\_\_ Place \_\_\_\_\_

Instruction: Place a check mark under the designated space to indicate which language this child uses during observation.

<u>Description</u>	<u>Classroom</u>		<u>Playground</u>	
	<u>Span.</u>	<u>Eng.</u>	<u>Span.</u>	<u>Eng.</u>
1. Talks to peers in	---	---	---	---
2. Gets asked questions in	---	---	---	---
3. Counts numbers in	---	---	---	---
4. Answers questions in	---	---	---	---
5. Says alphabet in	---	---	---	---
6. Plays with others in	---	---	---	---
7. Asks teacher questions in	---	---	---	---
8. Answers to teacher in	---	---	---	---
9. Does classwork with peers in	---	---	---	---
10. Asks for help in	---	---	---	---

## **APPENDIX C**

**PRE-TEST ON STUDENT'S LANGUAGE ABILITIES  
BEFORE RECEIVING BILINGUAL INSTRUCTION**

1. Rate the student's comprehension abilities:

in English	1	2	3	4
Extremely poor	Poor	Adequate	Normal	
in other	1	2	3	4
Language	Extremely poor	Poor	Adequate	Normal

2. Rate the student's expressive abilities:

in English	1	2	3	4
Extremely poor	Poor	Adequate	Normal	
in other	1	2	3	4
Language	Extremely poor	Poor	Adequate	Normal







3. Do you think the student's communication difficulties are caused by his/her inability to understand and speak English? Explain.

-----  
-----  
-----

Nombre \_\_\_\_\_

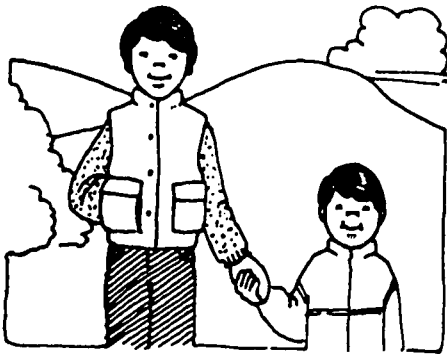
Fecha \_\_\_\_\_

# A

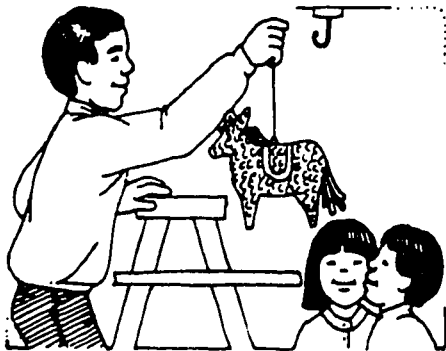
Ej.		(a) <u>ropa</u> (c) <u>j</u> ugo	(b) <u>J</u> osé (d) <u>r</u> egalo
1.		(a) <u>g</u> iro (c) <u>m</u> ete	(b) <u>g</u> eneroso (d) <u>h</u> ipopótamo
2.		(a) <u>l</u> lama (c) <u>l</u> leva	(b) <u>l</u> eña (d) <u>c</u> ome
3.		(a) <u>c</u> ereza (c) <u>s</u> apo	(b) <u>j</u> arabe (d) <u>j</u> ura
4.		(a) <u>g</u> orra (c) <u>h</u> elada	(b) <u>c</u> orre (d) <u>p</u> ayaso
5.	12	(a) <u>p</u> one (c) <u>h</u> ace	(b) <u>c</u> haleco (d) <u>q</u> uerido
6.		(a) <u>g</u> itano (c) <u>s</u> ello	(b) <u>c</u> alle (d) <u>o</u> veja

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## B



- Ej. ① Por último, van a su casa.  
② Después, ellos miran las flores.  
● Primero, José da un paseo con su mamá.



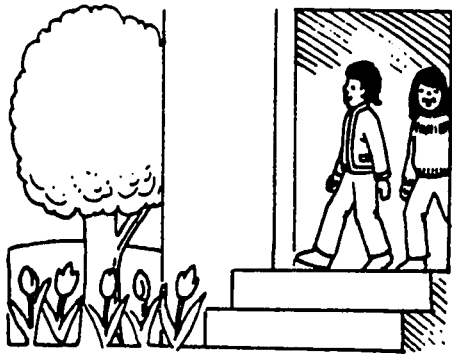
7. ① Primero, papá pone la piñata arriba.  
② Por último, Toñito le da a la piñata.  
③ Después, le toca a Toñito.



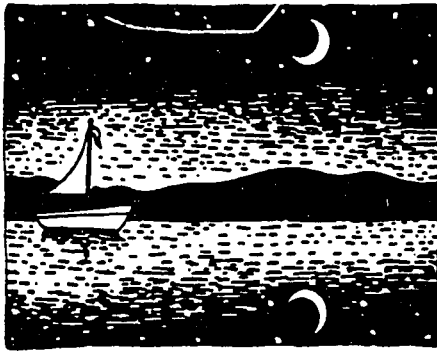
8. ① Después, ellos pasan a la sala y leen.  
② Primero, Tito visita a su amigo.  
③ Por último, Tito sale de la casa.



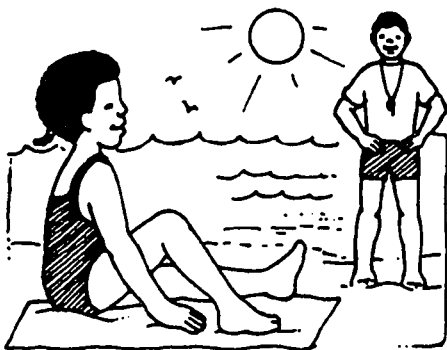
Nombre \_\_\_\_\_ Fecha \_\_\_\_\_



9. ① Después, ellas miran las flores.  
② Primero, Eva y Susi van de paseo.  
③ Por último, Eva y Susi llegan a la loma.



10. ① Primero, el barquito sale.  
② Por último, el barquito llega al otro lado de la laguna.  
③ Después, cae la noche.



11. ① Después, ella nada en la laguna.  
② Primero, Elisa va a la laguna.  
③ Por último, Elisa sale de la laguna.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## C

Ej. José sale de día.

● noche

Ⓐ paseo

Ⓒ visita

12. Esta pintura es bonita.

Ⓐ aburrida

Ⓑ fea

Ⓒ linda

13. Elisa llega con Sarita.

Ⓐ sale

Ⓑ lee

Ⓒ pasa

14. Los animales comen todo.

Ⓐ sopa

Ⓑ eso

Ⓒ nada

15. Ésta es la última vez que te digo esto.

Ⓐ primera

Ⓑ fabulosa

Ⓒ otra

16. Hay sol todos los días.

Ⓐ flores

Ⓑ ovejas

Ⓒ lluvia

17. Los niños se ponen sus botas.

Ⓐ ven

Ⓑ necesitan

Ⓒ quitan

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

El gatito en el carrito....	3
Un gatito en la escuela...	5
Cerezas para el gatito....	8
A casa con el gatito.....	10

**18.** ¿Qué cuento empieza en la página 8?

- Ⓐ El gatito en el carrito
- Ⓑ Un gatito en la escuela
- Ⓒ Cerezas para el gatito

**19.** ¿Cuál es el último cuento del libro?

- Ⓐ A casa con el gatito
- Ⓑ Cerezas para el gatito
- Ⓒ El gatito en el carrito

**20.** El cuento “Un gatito en la escuela” empieza en la página \_\_\_\_.

- Ⓐ 10
- Ⓑ 5
- Ⓒ 3

**21.** ¿Cuántos cuentos hay en este libro?

- Ⓐ 5
- Ⓑ 4
- Ⓒ 3

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**D**

El gatito de Toñita  
de  
Sarita Díaz

Libros Águila  
Puebla del Mar

**Ej.** ¿Dónde fue hecho  
este libro?

- ☒ Puebla del Mar
- ☐ Libros Águila
- ☐ Sarita Díaz

- 22.** ¿Cuál es el nombre  
de este libro?
- ☐ (a) El gatito de Toñita
  - ☐ (b) Sarita Díaz
  - ☐ (c) Libros Águila

- 23.** ¿Quién escribió este  
libro?
- ☐ (a) Puebla del Mar
  - ☐ (b) Toñita
  - ☐ (c) Sarita Díaz

**Tara, tara, la guitarra**

**d e**

**Jose Flores  
McMillan Publishing Company  
San Jose, California**

24. Donde fue hecho este libro?
- a. Isabel Schon
  - b. McMillan Publishing
  - c. San Jose, California

## **APPENDIX D**

Unit preview - getting set - Have children turn to the Unit Opener for Unit I on pages 8 and 9. Discuss the unit title "**Chiqui, chiqui cha**" and the theme poem.

1. The title of this unit is "Chiqui, chiqui cha". That is the sound of a train. This train **you see here is racing through the countryside**. All the stories in this unit are **about what you can find in the country**. Can you think of what they are about? El título de esta unidad es "Chiqui, chiqui cha". **Este es el sonido de un tren**. Este tren que ven aquí va corriendo por el campo. Todos los cuentos de esta unidad tratan de algo que se puede encontrar en el campo. De que creen que pueden tratar?

2. Read the theme poem on page 8 to the children. Then, have them follow along as you read it again. This poem tells us what the Central train is doing. What is it traveling along? (*the steel tracks*) What do the words *chiqui, chiqui cha* represent? (*the sound of the train*) How many of you have ever seen a train? Tell us about your experience. Este poema nos dice que hace el tren de la Central. Por donde va corriendo? (*por el riel de acero*) Que representan las palabras *chiqui, chiqui cha*? (*el sonido del tren*) Cuantos de ustedes han visto un tren? Cuentenos su experiencia.

**Llego la mañana** (pages 10 - 20)

Summary: "Llego la mañana" is a fable that explains why roosters crow in the morning. In the tale, barnyard animals take turns calling to awaken the girl who feeds them. Finally, the rooster succeeds with his loud "cock-a-doodl-doo."

Language Activity: Involves children in learning the names of baby animals and matching them with the adults.

"De colores" is a traditional song which praises colors and animal sounds .

Cultural highlights : The rooster occupies a secure allegorical niche in Hispanic folk wisdom, as evidenced by several proverbs. Two of them are: *El que es buen gallo dondequiera canta* and *Gallo que no canta, algo tiene en la garganta*. The first proverb refers to a talented person's ability to succeed under any circumstances. The second warns that when

## Unit I - lesson 1

### Introduction of the book "Tara, tara, la guitarra"

#### Objectives:

- 1) Children will have an overview of what the book is about.
- 2) Children will be able to use the Table of Contents in the book.

#### Cover and Theme

1. Here you have your new reader. The title of the book is "Tara, tara, la guitarra". Look at the fair on the cover. What **do you see** through the arch? (a boy and a girl who seem to be in a festival) Of course you hear a lot of sounds and pretty music at a festival, like the "tara, tara" of guitars! In this book we are going to read several stories about the sounds that you hear in different places.

Aquí tienen el nuevo libro de lectura. El título del libro es "Tara. tara, la guitarra". Miren la feria de la cubierta. ¿Qué ven por el arco? (a un niño y una niña que parece que están en una fiesta) Claro que se oyen muchos sonidos y música bonita en una fiesta, como el "tara, tara" de guitarras ! En este libro, vamos a leer varios cuentos que tienen que ver con sonidos que se oyen en distintos lugares.

2. Now, I am going to read you a poem about a fair and the sounds that you hear there. Ahora, les voy a leer un poema que trata de una feria y de los sonidos que se oyen en ella. (Read aloud the poem on page 3. Then, distribute the books and have children turn to page 3 so that they can follow along as you read the poem again.)

#### Table of Contents

3. Turn to page 4. Here you see The Table of Contents, that is, a list of the titles, poems and activities, and the page numbers on which they begin. It is a very important part of the book because you can use it to quickly find what you are looking for.

Pasen a la página 4. Aquí ven el Contenido, o sea, una lista de los títulos, poemas y actividades, y los números de las páginas en que empiezan. Es una parte muy importante del libro porque les sirve para encontrar rápidamente lo que andan buscando.

#### Unit Organizations

4. "Tara, tara, la guitarra" is divided into two units or two parts. The first unit is called "Chiqui, chiqui cha" The second unit is called "Tilin, talan." Who can point out the title of each unit in the Table of Contents for me?

"Tara, tara, la guitarra" está dividido en dos unidades o dos partes. La primera unidad se llama "Chiqui, chiqui cha". La segunda unidad se llama "Tilin, talan". ¿Quién me puede señalar el título de cada unidad en el Contenido?

#### Questions

5. Turn to page 20. You will see questions like these at the end of each story. These questions will help you review the story.

Pasen a la página 20. Verán preguntas como estas al final de cada cuento. Estas preguntas los ayudan a repasar el cuento.

#### Skills activity

6. Turn to page 40. In each unit, you will see activities like this one where you will do exercises to develop different skills. These pages appear every so often.

Pasen a la página 40. En cada unidad, verán actividades como esta en que harán



ejercicios para el desarrollo de diferentes destrezas. Estas paginas aparecen de vez en cuando.

#### Language Activity

7. Turn to page 21. This page contains an activity called "Language". You will see other similar activities in this book. You will do other fun exercises in these activities.

Pasen a la pagina 21.

Esta pagina contiene una actividad titulada "Lenguaje". Veran otras actividades similares en este libro. Van a hacer otros ejercicios divertidos en estas actividades.

#### Writing Activity

8. Turn to page 72. Look at these pages. Each unit in "Tara, tara, la guitarra" includes a writing activity to give you practice in writing.

Pasen a la pagina 72. Miren estas paginas. Cada unidad de "Tara, tara, la guitarra" incluye un ejercicio de composicion para practicar la escritura.

#### Meet the author

9. Turn to page 92. You will meet the authors of some of the stories you read on pages like this one, entitled "Meet the author."

Pasen a la pagina 92. Conoceran a los autores de algunos de los cuentos que leen en paginas como esa, tituladas "Presentamos al autor" o "a la autora".

#### Picture Dictionary

10. Turn to page 192. If, when reading a story, you find a word that you don't know, you can use this "Picture Dictionary" to see how the word is used in a sentence.

Pasen a la pagina 192. Si, a leer un cuento, encuentran una palabra que no conocen, pueden usar este "Diccionario ilustrado" para ver como se usa la palabra en una oracion.

## Unit 1 - lesson 2

### Developing background and oral language (Preparacion para leer)

#### Objectives:

- 1) Children will develop background for reading about farm animals.
- 2) Children will be able to name farm animals.
- 3) Children will differentiate the sounds of farm animals.

#### Materials - Farm animals picture

#### Speaking/listening - Discuss farm animals with the children

1. Many animals are very often raised on farms. The animals are called barnyard animals. What animals are there on farms? (*chickens, goats, cows, horses, etc.*) What did you like the best?

En las granjas, casi siempre se crían muchos animales. Los animales que se crían en las granjas se llaman animales de corral. ¿Qué animales hay en las granjas? (*pollos, chivos, vacas, caballos, etc.*) ¿Han ido alguna vez a una granja? ¿Qué fue lo que más le gustó?

2. Animals that live on farms need to be well cared for. Each one has to be fed what it needs. They must always have water to drink. They also must have enough space in which to move around. Sometimes, the animals get sick and they have to be taken to the doctor to be cured. What is the name given to doctors that cure animals? (*veterinarians*) Los animales que viven en las granjas necesitan ser bien atendidos. Hay que darles de comer lo que es adecuado para cada uno. Siempre deben tener agua para beber. También deben tener espacio suficiente para moverse. A veces, los animales se enferman y hay que llevarlos al doctor para que los cure. ¿Qué nombre se les da a los doctores que se dedican a curar a los animales? (*veterinarios*)

3. Display picture and discuss it with the children. Use the vocabulary words in a meaningful context: *gallo, caballo, pollitos, comida, duerme, primero, después*. In this picture, there is a farm. There are animals inside and outside the corral. What animals are in the corral? (*a horse, a goat and a cow*) Which ones are outside? (*a duck, two ducklings, a hen, two chicks and a dog*) Where is the rooster? (*on the corral fence*) Which of these animals do you like the best?

En este dibujo aparece una granja. Hay animales dentro y fuera del corral. ¿Qué animales están dentro del corral? (*un caballo, un chivo y una vaca*) ¿Cuáles están fuera? (*una pata, dos patitos, una gallina, dos pollitos y un perro*) ¿Dónde está el gallo? (*en la valla del corral*) ¿Cuál de estos animales les gusta más?

4. Which animals are eating? (*the cow and the goat*) Do you think they like their food? All the animals are happy. Each one makes a different sound. What sound do the animals inside the corral make? (*The horse goes "neigh." The goat goes "baaa." The cow goes "mooo."*) What sound do the animals outside make? (*The hen goes "cluck, cluck, cluck." The chicks go "peep, peep." The duck goes "quack, quack."*)

¿Qué animales están comiendo? (*la vaca y el chivo*) ¿Creen que a ellos les gusta su comida? Todos los animales están contentos. ¿Cada uno hace un sonido diferente? ¿Cómo hacen los animales que están dentro del corral? (*El caballo hace "yiii". El chivo hace "beee". La vaca hace "muuu".*) ¿Cómo hacen los que están fuera? (*La gallina hace "clo, clo, clo". Los pollitos hacen "pio, pio". La pata hace "cua, cua".*)

5. In general, the rooster wakes up first and is in charge of waking up the whole farm. What sound does the rooster make? (*cock-a-doodle-doo*) Have you ever heard a rooster crow in the morning? What happens next?

Por lo general, el gallo se despierta primero y se encarga de despertar a toda la granja. Que sonido hace el gallo? ("*quiquiriqui*") Han oido alguna vez a un gallo cantar por la manana? Que pasa despues?

6. Which is the only animal that isn't making any sound? (*the dog*) Why? (*because it is asleep*) What sound will it make when it wakes up? ("*bow wow*") Why is the dog sleeping in the daytime? (*Because it spends the night watching over the corral*)

Cual es el unico animal que no esta haciendo ningun sonido? (*e l perro*) Por que? (*porque esta dormido*) Que sonido hara cuando despierte? ("*guau, guau*") Por que duerme el perro de dia? (*porque se pasa la noche cuidando el corral*)

7. Now, I want one of you to choose the animal you like the best and imitate its sound. Another one is going to choose another animal and is going to answer with that animal's sound. Then, we are going to try to imagine what you said to each other. First, we are going to do it with the animals that are outside the corral and then, with the ones that are inside. What animals are you going to choose? Ahora, quiero que uno de ustedes escoja el animal que mas le guste, y que imite su sonido. Un otro va a escoger a otro animal y le va a contestar con el sonido de ese animal. Despues, vamos a imaginar lo que se dijeron. Primero, lo vamos a hacer con los animales que estan fuera del corral y despues, con los que estan dentro. Que animales van a escoger?

8. Now, let's imitate the sounds of all the animals we see in the picture. Some of you will imitate some animals and others will imitate other animals. First, we will do it animal by animal. Next, we will imitate all the sounds at the same time. That way we will hear the orchestra of animals that you can hear on farms.

Ahora, vamos a imitar los sonidos de todos los animales que vemos en el cartelón. Unos de ustedes imitaran a unos animales y otros imitaran a otros animales. Primero, lo haremos animal por animal. Despues, imitaremos todos los sonidos a la vez. Asi, escucharemos la orquesta de animales que se oye en las granjas.

Writing: To motivate writing activity, write the following on the board:

Animales - Primero /Despues

9. Encourage children to brainstorm a list of barnyard animals. Write their responses under the heading "Animales". Then, have children choose an animal and dictate sentences to tell two things that it does. The first sentence should begin with the word *Primero* and the second sentence with the word *Despues*. Record children's responses on chart paper.

Reading:

10. Have the children follow along as you read their sentences aloud. Frame the vocabulary words (*gallo, caballo, pollitos, comida, duerme, primero, despues*) and call on volunteers to read them. Pass out word cards containing vocabulary words that appear in the dictated sentences and have children find the matching words.

Verbal score worksheet 1

Subject One

Questions

Percentage

1. Que es el titulo del libro? \_\_\_\_\_
2. Que ve en la cubierta del libro? \_\_\_\_\_
3. Que ve por el arco? \_\_\_\_\_
4. Cuales son los sonidos que se oye en una  
fiesta? \_\_\_\_\_
5. Que vamos a leer en este libro? \_\_\_\_\_

Verbal score worksheet 1

Subject Two

Questions

Percentage

1. De que trata el poema en la pagina 3? \_\_\_\_\_
2. Que dice el poema? \_\_\_\_\_
3. Que ve en el dibujo de la pagina 8? \_\_\_\_\_
4. Donde puede encontrar una lista de los  
titulos, poemas y actividades? \_\_\_\_\_
5. Por que el Contenido es una parte importante  
del libro? \_\_\_\_\_

Verbal score worksheet 1

Subject Three

Questions

Percentage

1. "Tara, tara, la guitarra" esta dividido en cuantos unidades?

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2. Donde se encuentran las preguntas del cuento?

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3. Que es el Contenido?

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4. Como se llama la primera unidad del libro?

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5. Como se llama la segunda unidad del libro?

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Verbal score worksheet 1

Subject Four

Questions

Percentage

1. En que pagina se encuentra el titulo "presentamos al autor" o "a la autora?

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2. Que incluye cada unidad de "Tara, tara, la guitarra"?

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3. Como se sirve el "Diccionario ilustrado?

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4. Como se sirve el ejercicio de composicion?

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5. En que pagina se encuentra el "Diccionario ilustrado?

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Written worksheet 1

Nombre \_\_\_\_\_

Fecha\_\_\_\_\_

1. Cuantos son los autores del libro "Tara, tara, la guitarra"?

\_\_\_\_\_

2. Escribe el titulo de la Unidad.

\_\_\_\_\_

3. Escribe la pagina del Contenido.

\_\_\_\_\_

4. Que quiere decir "Chiqui, chiqui cha"?

\_\_\_\_\_

5. Que se ve en el Contenido?

\_\_\_\_\_

Written worksheet 2

Nombre \_\_\_\_\_

Fecha\_\_\_\_\_

1. Que se llaman los animales que se crían en las granjas?

\_\_\_\_\_

2. Cuales son algunos animales que se crían en las granjas?

\_\_\_\_\_

3. Que necesitan estos animales para vivir?

\_\_\_\_\_

4. Cual es el animal que mas le gusta?

\_\_\_\_\_

5. Como se llama el doctor que cura a los animales?

\_\_\_\_\_

Written worksheet 3

Nombre \_\_\_\_\_

Fecha\_\_\_\_\_

1. Que silaba se oye al principio de "llave"?

\_\_\_\_\_

2. Que silaba se oye al fin de "silla"?

\_\_\_\_\_

3. Que silaba se oye al medio de "pollitos"?

\_\_\_\_\_

4. Que silaba se oye al fin de "amarillos"?

\_\_\_\_\_

5. Que silaba se oye al principio de "llego"?

Written worksheet 4

Nombre \_\_\_\_\_

Fecha\_\_\_\_\_

1. Escribe la palabra que contiene la silaba "lla".

\_\_\_\_\_

2. Cuales son las silabas que se pueden formar con la "ll" y las cinco vocales?

\_\_\_\_\_

\_\_\_\_\_

3. Que quiere decir "llega"?

\_\_\_\_\_

4. Que quiere decir "gallo"?

\_\_\_\_\_

5. Que quiere decir "pollitos"?

\_\_\_\_\_